DOCUMENT RESUME

ED 274 849 CE 045 238

TITLE	A Guide to Systematic Training. Planning, Implementing, Reviewing.
INSTITUTION	Hotel and Catering Training Board, Wembley (England).
REPORT NO	ISBN-0-7033-0103-9
PUB DATE	86
NOTE	49p.
AVAILABLE FROM	Hotel and Catering Training Board, International House, High Street, Ealing, London W5 5DB, England.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Corporate Education; *Food Service; Foreign Countries; *Hospitality Occupations; Hotels; Inplant Programs; Needs Assessment; *Occupational Home Economics; *On the Job Training; Program Development; *Program Implementation; *Staff Development; Trade and Industrial Education
IDENTIFIERS	Great Britain

ABSTRACT

This guide is designed for managers and supervisors so they can quickly understand the meaning of systematic training and of the practical steps to take to make training efficient. It is useful as a checklist for those responsible for organizing or advising on training and as a basis for meetings, training sessions, and discussions on systematic training. Information is organized by nine stages. They are (1) the value of a training policy, (2) identifying where training is required, (3) organizing training, (4) the cost of training, (5) preparing the training plan, (6) drawing up the training programs, (7) putting planned training into practice, (8) keeping a record of training, and (9) reviewing, evaluating, and improving the training. Examples of how the guides have helped in practice are provided. Appendixes include sample training plans and listings of Hotel and Catering Training Board publications and regional offices. (YLB)

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HOTEL & CATERING TRAINING · BOARD ·

A Guide to Systematic Training

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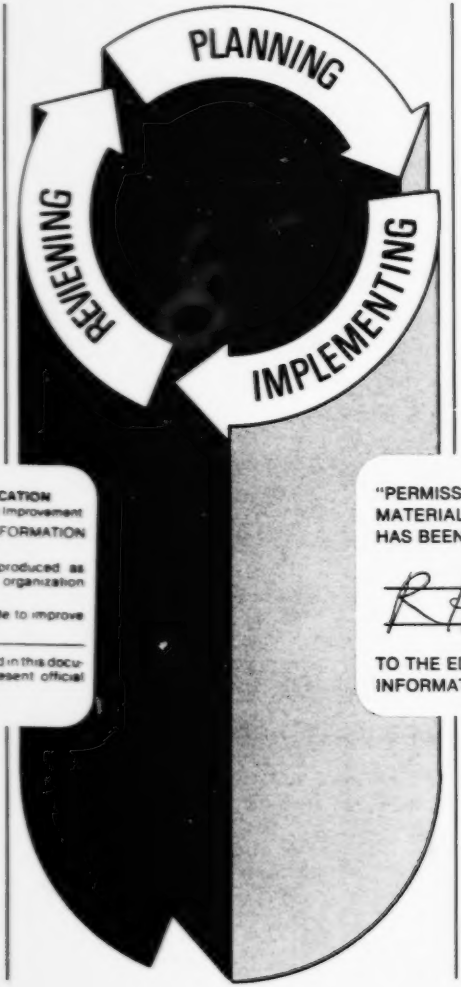

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First published 1982
Second edition 1984
Third edition 1986

ISBN 0 7033 0103 9

HOTEL & CATERING TRAINING · BOARD ·

Ramsey House, Central Square, Wembley
Middlesex HA9 7AP, UK

Printed by Kingprint Ltd, Richmond, Surrey

THE APPROACH

It is a decade since the Hotel and Catering Training Board first published a set of guides outlining an approach to systematic training, entitled *Planning your Training*, *Implementing your Training* and *Reviewing your Training*. They have proved very popular throughout our industry at large in helping managers organise training effectively in their companies.

Training is not a luxury; it is essential in every business, however large or small. In any service industry it is the staff who largely determine a company's success or failure. As competition increases and businesses strive to solve problems of growth and change, more and more does success depend upon competent staff; they, in turn, rely on training to provide them with the skills and knowledge required for that competence.

The provision of this training is the responsibility of all managers and supervisors, whatever the size of the business and whether or not assisted by a training specialist. *A Guide to Systematic Training* is therefore written for them so that they can quickly understand the meaning of systematic training, and of the practical steps to take so as to make training efficient.

A Guide to Systematic Training brings together in one volume a substantial portion of the earlier guides, but it also covers the subjects of how to set standards of performance which will aid in identifying training required to meet those standards, how to organise the training, how to estimate training costs and how to decide on its value. Examples of how the guidelines have helped in practice have been

drawn from the experience of those already involved in systematic training.

The guide may therefore be useful firstly, as a checklist for those responsible for organising or advising on training; and secondly, as a basis for meetings, training sessions and discussions on systematic training.

Finally, remember that this book is a guide and, as such, can only point the way to organising training systematically; you must suit it to the individual circumstances of your own business. The Hotel and Catering Training Board's regional training advisory staff are always available to give further advice and assistance.

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WHAT IS SYSTEMATIC TRAINING?

Training is a part of an employer's investment in his staff, but to obtain a suitable return on this the training must relate closely to the needs of the business. Staff too are the beneficiaries of training undertaken insofar as it enables them to increase their present skills and provides for career development. It makes no sense, therefore to leave training to chance.

To provide for systematic training involves the same steps as those required for all other business activities:

- Planning: making sure it is relevant and economical.
- Implementing: carrying through what was planned.
- Reviewing: discovering that planned activities were actually carried out, and to what effect, and then using the experience gained to improve future arrangements.

These are not water-tight compartments: they form a framework to apply in any business according to its size and scope.

That then is what is meant by *systematic training*.

The first step now is to consider the value of starting with a training policy.

STAGE 1

THE VALUE OF A TRAINING POLICY

A successful business operates within a framework of co-ordinating policies related to investment in buildings and equipment, markets and people. Since people are so important in our industry it makes good sense to have a well thought out policy for training. It will be a statement of the part training will play in the business, its consequent benefit to the customer, emphasising company commitment to meet identified training needs and related further education of its staff, indicating company interest in staff careers. Such a policy will then guide decision-makers by:

- Making clear the approach to training.
- Indicating the training responsibilities.
- Outlining what resources (people and cash) can be set aside for training purposes.
- Forming the basis for letting all staff know the company's training intentions.

If it is to be effective, the training policy must be realistic, reflect the business needs of the company and take account of other business policies.

Does training merit its own policy statement in your business?
If so, is the policy on training clearly expressed?
If not, how is staff training directed and controlled?
Are all your staff aware of your policy?

STAGE 2

HOW DO YOU IDENTIFY WHERE TRAINING IS REQUIRED?

The need for training can arise in many different circumstances. What will be common is the realisation that staff have not the requisite skills or knowledge.

In brief, staff will usually need to learn something if:

	EXAMPLES
▷ Their present performance fails to match the established standards of the business?	Technical skills. Social skills.
▷ Changes arise which affect their present work.	New machinery. Re-organisation.
▷ They are, or may be, changing jobs.	New starters. Transfers promotions. Career development.

There is no formula to help you decide where training is required, nor is the work involved a once-for-all exercise. Needs can and do arise regularly in all areas and therefore demand a systematic approach to the problem so that training makes an effective contribution to business success.

To begin with, you should aim to build up an overall picture of what training is required, and only then begin to decide on the priorities.

The following questions should be considered:

MEETING YOUR STANDARDS

1. How do your staff measure up to your operating standards? This, of course begs the question: what are your operating standards? This guide is not intended to show how standards are set and communicated to staff. However, since it is probable that most training needs arise because staff are not

meeting your standards, a brief note on standards may well assist here. (If you should wish to apply for levy exemption, you would need to meet the Board's criteria of being able to show that any training need identified by the business is based upon standards of performance set by you to meet your own business needs.) Every business conforms to standards of various sorts; these generally fall into two categories:

Fixed standards These are ones which are set so as to conform to the constraints imposed by outside bodies, and those imposed by the people running the business.	EXAMPLES Hygiene. Fire. Licensing & other legal constraints. Financial restrictions.
Variable standards These are the localised standards which managers are free to build on top of the fixed standards, mainly so as to meet customer needs, and the ability of staff.	What the local customers expect.
2. How do you communicate those standards to your staff?	Standards manuals. Briefing groups. Regular staff meetings. Day-to-day contact.
3. How are staff organised to meet your standards?	Numbers. Job categories. Location. Personnel schedule.
4. How do they fit into the organisation?	Units departments. Lines of authority. Organisation chart.
5. How is each job organised?	Title. Responsibilities duties. Job descriptions.
6. What key problems exist and why do they occur?	Poor business results. Poor staff retention. Customer complaints.

7. How do you know whether staff performance meets your standards?	Personal supervision. Performance appraisal interviews. Regular staff meetings.

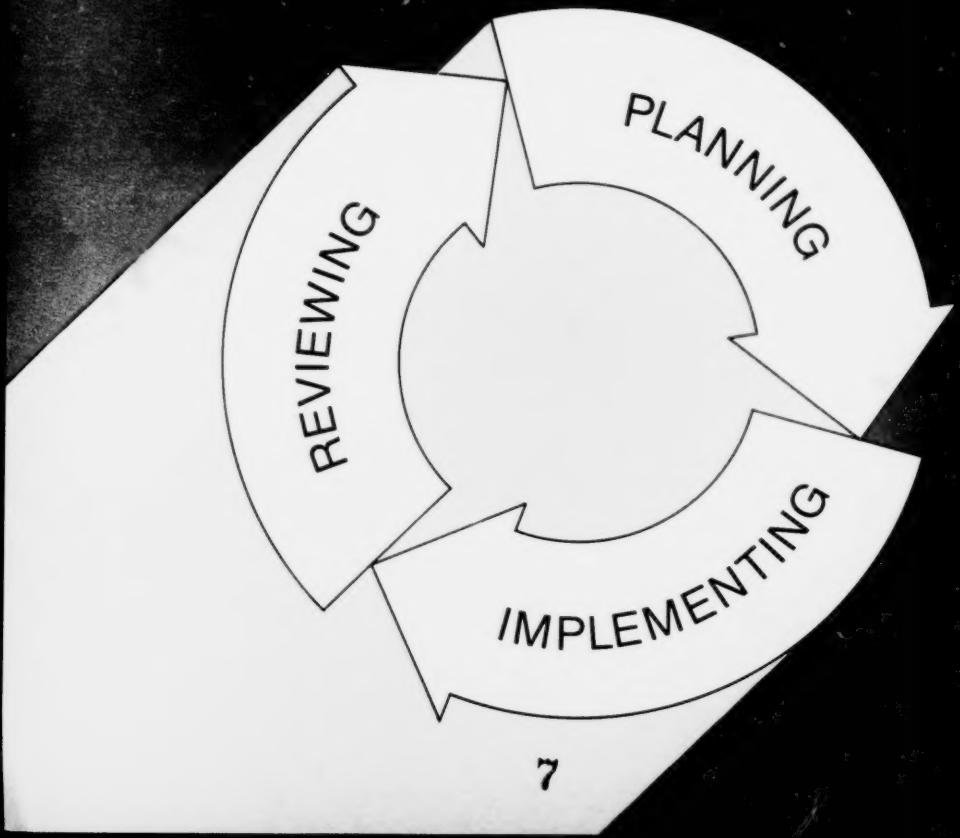
PREPARING THE FUTURE

1. What changes or developments are foreseen in the business?	Plans for expansion. Re-organisation. Changes in methods or procedures. Plans to cope with changes in legislation. Changes to cope with new competition.
2. What staff changes are likely?	Replacements for promotion, retirement, leavers.
3. What change of skill level may be needed?	Need for more craft technical management trainees.
4. What personal development should be planned?	Encouragement of staff to develop potential.

PRESENT TRAINING

1. What training is being carried out now?	Induction job training career.
2. How is it done at present?	Planned or ad hoc. Off-job or on-job.
3. How effective is it?	Costs results achieved.
4. Is it meeting your present needs?	In terms of quality & quantity. Major omissions.

Now that you have answered these questions, you must sort out your priorities.


PLANNING
IMPLEMENTING
REVIEWING

HOW TO DECIDE ON TRAINING PRIORITIES

The answers to your earlier questions may well indicate problems, now or in the future, to which training is not a solution. Such areas might well include:

- ▷ Revision of recruitment & selection policies.
- ▷ Improvements needed in the organisation structure.
- ▷ Changes required in equipment.

These problem areas should be left aside when considering the need for training. That done, you can then consider your priorities for providing training identified, as required.

These can be divided into four categories:

1. Remedial training needs.
2. On-going needs.
3. Needs to meet changes.
4. Individual performance and development needs.

REMEDIAL TRAINING NEEDS	EXAMPLES
These are identified as ones which arise from failure to meet your standards.	Customer complaints. Shortages of commodities.

ON-GOING NEEDS	
These arise from the need to ensure a successful business operation, and those dictated by your company's needs outlined in the training policy.	Induction training. Job training of new staff. Fire, hygiene, health & safety training. Language training. Training skills. Management/craft training.

NEEDS TO MEET CHANGES

EXAMPLES

These are the needs you have identified so that changes planned or foreseen are prepared for.

New legislation.
New equipment.

INDIVIDUAL PERFORMANCE & DEVELOPMENT NEEDS

This covers your assessment of staff in terms of how, although meeting your standards, their performance could be improved by training (taking into account their personal development).

Vocational further education.
Preparing for wider responsibilities.

Having categorised these training needs you can then begin to allot priorities, keeping in mind:

- Those areas critical to business success.
- The resources (people and money) available.
- Your present training arrangements.
- The need to develop your own training staff.
- What is available to help you from outside.
- Your business.

Have you identified those staff who need remedial training?
Against what standards?
Have you taken account of all your on-going training requirements?
And the training needed to meet planned or foreseen changes?
Have you identified how individuals may be further developed for their own and your company's benefit?

At this stage you will have reviewed all the training requirements in your business and decided what priority to allocate in meeting those requirements.

The next consideration is that of determining how to best cater for the provision of the training needed. This involves seeking answers to two basic questions:

1 How should the training be organised?

2 How much will it all cost?

STAGE 3

ORGANISING TRAINING

This means establishing at the outset who will have responsibilities for training.

Because companies vary in size and operation there is no neat training organisation structure to suit all. However, it is normal to designate one person specifically to deal with training matters, who may or may not be a training specialist himself and who may or may not have other responsibilities.

What is important is that, if training is to be systematic, then:

- Training roles and responsibilities must be allocated in the most appropriate way.
- Those designated as having a training role must be clear about what is involved.
- They must have, or be developing, the skills to carry out their training duties effectively.

These questions should help you to decide what roles and responsibilities are needed:

	EXAMPLES
1. To what extent are line managers to be responsible for training?	Many companies consider remedial & on-going training to be mostly a line manager's responsibility.
2. Is there training required regularly which justifies a training specialist?	Larger companies who organise & run their own training schemes. Training grants available.
3. What sort of training activities will be carried out?	On-job or off-job training. Administration.

Answering the last question will help most of all in determining the organisation structure for training activities. Organising and running your own training courses will indicate a requirement for trained instructional staff. Whether this is done internally or not, someone will have responsibility for managing and administering the training; this can range from a senior manager or the proprietor concerned with the overall training policy to junior staff responsible for procedures and records.

Your list of training priorities can often help you to decide what level of training expertise is required and how best you can organise to meet the training needed. There is no single answer for all, but these considerations will help:

	EXAMPLES
1. Training to remedy weaknesses in staff performance against your business standards.	This is best carried out by line managers & supervisors, by coaching & correction.
2. On-going training to meet your company's business needs.	Again, best met by line managers but with the assistance of specialists, where available, in areas like health & safety & other legislation.
3. Training designed to develop the company's ability to make the most of opportunities created by change.	This could involve off-job training, involving outside help or specialist trainers.
4. Volume of training instruction off-job.	Where this is high it may be worth employing your own training specialists.
5. The present level of training resources.	Placing the entire training burden on line managers may prove, with their other commitments, too onerous. Training specialists or outside resources should then be considered, but retaining line management involvement.

6. The general pattern of staffing functions in the business.	Where other specialist functions, eg purchasing, are already established, then a training specialist function may fit in naturally.

Once you have evolved the training organisation best suited for your needs, it is important to ensure that the various responsibilities are clear, and that commitment is high. The following actions can help:

	EXAMPLES
▷ Make sure each one's responsibility for training is recorded.	Job description. Organisation chart.
▷ Encourage discussion on training.	Discussing training regularly at manager's meetings.
▷ Distribute information on training matters regularly.	In-house journals. Through distribution lists.
▷ Arrange access to training information for those responsible for training.	Company training plan. Hotel and Catering Training Board training manuals.
▷ Arrange for training responsibilities to be appraised regularly.	Through appraisal interviews. Through training meetings.
▷ Give recognition.	Premium payment for trainer qualifications. Certification. Publicity.

Have you given appropriate staff a written detail of their training responsibilities?

Have you developed a systematic approach to helping those staff develop their training skills?

Do you make sure that training is discussed regularly?

How do you help staff remain committed to their training role?

STAGE 4

THE COST OF TRAINING

This is an area of much difficulty in many companies, mainly because it can be difficult to decide where training begins and ends, as in remedial training, and because many of the costs involved are intangible. However, costs cannot be ignored in any business, and some attempt should therefore be made to estimate how much training costs amount to, especially as this expense must be incorporated in the normal trading account if a business is to serve both itself and its customers successfully.

The main cost items to be considered are these:

	EXAMPLES
1. Employment costs.	Salaries of full-time training specialists. Wages of staff whilst undertaking training. Time spent preparing & developing training, by part-time trainers. A standard hourly rate for on-job training.
2. Accommodation costs.	Any space permanently set aside for training. Significant costs only, for borrowed accommodation. Hiring of outside accommodation. Overnight costs incurred.
3. Equipment costs.	Cost of food used in training. Cost of audio-visual equipment & associated software.

Whilst these may well constitute the major heads of cost, there may be many others you wish to add to obtain the true training bill for your activities.

How you establish the true costs and how detailed you want them to be is a matter for each business to decide. Three things would seem to matter most:

1 You must make some estimate of how much your training will cost your company, either on the basis of an annual figure or/and by costing separately your training activities.

2 Don't attempt to establish a costing system that tells you to the last penny how much training costs if, in doing so, it costs you more to cost than to train!

3 Make sure that managers and trainers are kept alive to the fact that training costs money, and are encouraged to incur such costs wisely.

You have now reached the stage where you should be prepared to commit your considerations to paper and draw up your training plan.

STAGE 5

PREPARING YOUR TRAINING PLAN

A training plan represents that training which a business is prepared to commit itself to in a stated period of time. Again, there is no standard format, applicable to all, since each plan will be a reflection of the particular needs and circumstances of that business. It can therefore range from a single, simple document for a small unit to an overall plan with subsidiary sections, for a large organisation. Some examples of training programmes can be found at Appendix 1.

Besides covering the continuing training of all categories of your staff, your plan may also cover certain key areas of training arising from such things as the projected opening of a new unit, fire prevention and industrial relations, which affect a number of different categories.

As the basis for effective training, your plan should cover:

	EXAMPLES
▷ The period covered by the plan.	The company's financial year. A six-month period.
▷ The cash resources allocated.	Training budget.
▷ What staff are to be trained, and how many.	50% of area managers: 3 from each region; 5 head chefs who will be responsible for on-job training of craft trainees.
▷ What training each category will receive.	Induction & basic job training. Trainer skills training.
▷ What form the training will take.	Guided supervision & project. Off-job course. Half-hour sessions weekly.

▷ Where the training will take place.	On-job. Technical college. Hotel and Catering Training Board course. Company training room.
▷ How long the training will last.	Day-release over two years. One week.
▷ When the training is to be completed.	By October 31st. Six months after employment.
▷ Who is responsible for seeing that the training is undertaken.	Hotel manager concerned. Unit manager. Training officer.

Have you included all your priority training in your plan?

What will be the cost of your planned training?

Have all those involved in the plan been informed of the necessary detail?

Have you consulted the staff affected about their planned training?

Have you included vocational and development training?

Now that the training is planned, the next step is to programme it.

STAGE 6

DRAWING UP YOUR TRAINING PROGRAMMES

Whilst it is possible for a training programme to form part of the plan itself, it is usually better to provide the detail of a training activity in the form of separate training programmes. The trainers themselves will clearly be involved in this activity, setting out in detail what is to take place, when, where and how, and giving an indication of the results to be expected.

Programmes may well vary to cover the particular type of training envisaged, whether on-job or by external courses, for instance. However, the following is likely to be the minimum information necessary:

	EXAMPLES
▷ The results expected and how they will be measured.	What trainees will be able to do, or do differently, after being trained, as measured by a skills test.
▷ Where and when the training will be carried out.	Specific location. Dates & times.
▷ The subject matter to be covered.	Session titles.
▷ The instructional method to be employed.	Demonstration. Role-play. Discussion.
▷ Those who will carry out the training.	Named instructors or speakers.
▷ How the training will be followed up and reviewed.	Discussion with trainees. Assessment period of improved performance. Support & coaching by supervisors on-job.

Remember: your staff will learn things whether or not you plan your training, but are they:

- Learning the right things?
- At the right time?
- In the best way?
- Given help to put into practice what has been learned?
- Is all this organised efficiently and at least cost?
- *HOW WELL IS YOUR TRAINING BEING PLANNED?*

Do your programmes indicate clearly to trainers and trainees what training is to be given and to what end?

Have you considered how the training will be followed up and reviewed?

Do your managers of those to be trained know about the training and how to support and encourage the trainees later?

STAGE 7

PUTTING PLANNED TRAINING INTO PRACTICE

The fruits of your planning can be picked only when the activities contained in the plan have actually been carried out. For this part of your systematic training process to take place three things are involved:

1 Making & communicating the practical arrangements.

2 Carrying out the training.

3 Recording the training completed.

MAKING & COMMUNICATING THE PRACTICAL ARRANGEMENTS

Having detailed programmes of each training activity will not of themselves ensure that the training will actually take place. It does not really matter who is to be trained, there will always be final details to arrange, facilities to check upon and people to be informed.

What needs to be arranged?

Responsibilities must be allocated for arranging:

	EXAMPLES
▷ Final details for all training.	Places, dates & times. Details for all involved. Follow-up arrangements.
▷ Final details for off-job training.	Stand-in arrangements. Preparing & distributing joining instructions. Briefing & follow-up arrangements. Linked on-job training. Accommodation, meals, transport & so on.

▷ Final details for on-job training.	Tasks to be learned within the time allocated. Use of work & slack periods for training experience. Making sure a trainer or experienced supervisor is on hand. Project arrangements, special assignments, attendance at meetings etc.
▷ Facilities and materials.	Equipment (in working order). Raw materials. Training aids. Prepared training area.
▷ That appropriate people are informed, eg managers and departmental heads (and even more so if any one of them is involved as an instructor or trainer).	About the programme. About the purpose & results expected. About any practical arrangements involving them. About specific training & reporting responsibilities. About who is co-ordinating all the arrangements.
▷ That the trainees themselves are informed.	Full details about the programme & the results expected. Why they are attending. Follow-up arrangements. Any preparatory work.

Have you decided the deadline for all arrangements?

Does everyone know who is responsible for what?

Have all the facilities been arranged and checked?

Have the trainers been alerted to allow them time to prepare properly?

Do they have your full support and authority behind them?

CARRYING OUT THE TRAINING

Everything in the systematic process described has been leading up to this moment: the training actually taking place. Apart from the obvious responsibilities on those being trained, there remain the important responsibilities of the managers and the trainers.

The manager's role

In a phrase, the manager should provide support and encouragement, specifically by:

- Showing interest in the trainee's progress.
- Discussing with him what has been learned.
- Helping him to adapt what has been learned to the company's situation and standards.
- Recognising and using the new-found knowledge or skills.
- Regularly reviewing his progress and performance at work.
- Looking out for his further development.

The trainer's role

During training sessions, the trainer should be on the look-out for and tackle such problems as:

- Adjusting the time schedule as required, particularly so as to fit the group's progress.
- Giving additional coaching to individuals.
- Changing his approach and methods to suit numbers, abilities and attitudes.

▷ Overcoming personal problems which detract from learning.

▷ Dissipating any initial anxieties.

The joint role of manager & trainer

For successful training both manager and trainer have a responsibility to see that trainees:

	EXAMPLES
1. Want to learn.	By being involved & having their interest stimulated. By seeing their training as relevant.
2. Find it possible to learn.	Starting on the basis of present knowledge & skills. Using appropriate & varied training methods. Dividing learning units into manageable size. Giving individual help.
3. Can adapt from training to work.	Linking work experience with the training, on-job coaching. Projects & exercises.

Have those who carry out your training adequate training skills?

Are problems, brought to light during training, dealt with properly?

Are the trainees given adequate management support?

RECORDING THE TRAINING COMPLETED

The training over, the next step in the system is to keep a record of it, confirming what has been accomplished (Stage 8).

STAGE 8

KEEPING A RECORD OF TRAINING

Memory is fickle. Whilst keeping records means more paperwork and yet another cost, it is the only sensible basis of management control and review.

Again, there is no one record system; it must vary according to the size of the business and its operations. They certainly don't need to be complex. Hotel and Catering Training Board staff can advise you on the sorts of records to suit your business which will also satisfy Board criteria in assessing your systematic training effort.

WHY RECORD TRAINING?

	EXAMPLES
1. To establish what took place.	What was planned actually took place. Training costs compared with budgeted costs. Follow-up arrangements. Practical difficulties uncovered.
2. To provide information on staff and their career development.	Who has been trained to do what. Who needs more training. Who has potential for transfer or promotion.
3. To meet legal requirements or Hotel and Catering Training Board criteria.	Staff trained in fire, health & safety subjects. Craft trainees. As a check against what was planned.

WHAT SORT OF INFORMATION SHOULD YOU RECORD?

1. The training completed.	Who has been trained. The subject-matter. On what programmes? To what level? The cost.
2. The results and quality of the training.	Test or assessment results. Progress reports. Comments on programme by trainees & trainers. Reaction of managers to the results of training.
3. Whatever might improve future training arrangements.	Amendments made to programmes, with reasons. Notes on administrative problems.

WHAT FORM SHOULD RECORDS TAKE?

These will vary from recording against a checklist or producing notes of meetings, which could well suit the needs of a small firm, to more complex systems and procedures as in other areas of operation in large businesses. However, in all cases the aim should be that the records are:

	EXAMPLES
1. Easy to use.	Fit in with existing personnel & other records. Allow for ease of entry of information & its extraction. Be simple & economical.

2. Meet your business needs.	Provide the information to assist decision-making. Be accurate & up-to-date. Be available to those who require them. Be economical in terms of cost, space & time.
3. Appropriate to your company.	Record cards. Completed checklists. Tables & returns. Charts. Minutes of meetings.

You have planned your training and carried it out. The final stage in the systematic training process is to review what you have done so as to determine its effectiveness and value, and to use what you learn to advantage in planning next year's training.

What is the easiest way of getting and keeping the training information you need?

How are your training records linked with other relevant records in your business?

Who is responsible for maintaining your training records?

Who requires ready access to your training records?

What is the cost of keeping these records?

STAGE 9

REVIEWING, EVALUATING & IMPROVING YOUR TRAINING

Everyone involved in training, directly or indirectly, will have views on how useful it was. To obtain the greatest benefit from this, it is best to establish systematically:

- How much of what was planned was actually carried out.
- How your business has benefitted.
- What shortcomings were noted for correction.
- What problems arose and need tackling.

Whatever the size of the company, the review of training should take place at two levels:

1. During and after any training programme those concerned should be asking questions about its effectiveness.
2. The total training effort of the company should be reviewed by senior managers and training staff as an integral part of planning the following year's training.

Against this background, your review of training can be tackled by answering these questions:

- Who and what is involved in the review?
- What training was done and what did it bring to light?
- Was the training worthwhile?

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WHO AND WHAT IS INVOLVED?

If a review is to be effective, it should be planned at the same time as your training as a whole is planned; all that is needed are answers to some basic questions; these are:

	EXAMPLES
1. Who, at various levels, will be responsible for seeing that a review does take place?	Chief executive, training officer, unit manager.
2. Who will take part in the review?	Managers, trainers, trainees, employee representatives.
3. What information will be required?	The training plan. Records of training. Views on staff performance following training. Specific improvements & benefits to the company. Notes of any problems. The reactions of all involved.
4. From where will the information be obtained?	Tests & assessments. Appraisals. Reports from trainers, trainees & managers & discussions. Cost records.

WHAT TRAINING WAS DONE & WHAT DID IT BRING TO LIGHT?

The key to reviewing any training is to:

- Establish what the training was planned to achieve and the needs it was meant to satisfy.
- Determine what the results of the training were in practical terms; sometimes this is measurable, eg less wastage; where the results are less tangible, eg better co-operation, they are very important and should also be noted.

REVIEWING ANY TRAINING PROGRAMME

There is no one method, but the following questions should help:

- Did the training take place as planned?
- Did it achieve its objectives?
- What were the strengths and weaknesses of the training method?
- What were the trainees' reactions?
- How did the trainers view the outcome?
- Was the training followed up? By whom? How?
- What direct results did the training have?
- Were parts of the training more successful than others? Why?
- What obstacles/difficulties were encountered?
- What else has been revealed in the review?

REVIEWING COMPANY TRAINING

Not surprisingly, the questions you can ask in reviewing your overall training are not very dissimilar to those above:

- How much of the planned training was completed?
- How far have company training objectives been met?

- What training was most successful? Why?
- What training was least successful? Why?
- Has the training benefitted your company?
- Was the cost of your training in line with the benefits derived?
- Were managers involved in and committed to the training?
- Were the various training methods generally appropriate?
- How did the training arrangements work in practice?
- Were the company's real needs and priorities identified?
- Were policies and plans communicated?
- How did they ensure that those responsibilities for training which were allocated, worked effectively, especially for on-job training?

	EXAMPLES
▷ Where planned training did not take place, or having taken place has been judged ineffective, what were the reasons?	Over-ambitious planning. Insufficient resources. New priorities emerged. No management support. Lack of training skills. Changes in company policy or organisation.

A lot of information will have been gathered as a result of these kinds of questions. Two important considerations now remain, and the first of these is whether it was all worthwhile.

WAS THE TRAINING WORTHWHILE?

When you review training your aim should be to identify, describe and assess those results which have led to a discernible change within the organisation. This would not rule out such results as an increase in confidence or a change of attitude by trainees: what should be assessed as far as possible are the benefits that resulted from such changes.

It is important to attempt measurement of results but measurable results have to be systematically sought. Here are some areas to be explored:

	EXAMPLES
1. Improvements in quantity.	Number of items sold. Occupancy rates.
2. Improvement in revenue.	Profit margins & profits.
3. Improved or changed results.	Those trained made fewer demands on supervisors who, in turn, achieved better results.
4. Improved training results.	Training whose repute attracts a better calibre of recruit.
5. Reduced costs.	Wasted work materials. Accidents. Absenteeism. Labour turnover.

One of the easier measures to make is that of labour turnover, and if it can be shown that training has directly contributed to a reduction here then it can be assumed to have had a high cost-benefit, especially in those jobs where the required skill takes a long time to learn.

PUTTING A VALUE ON THE RESULTS

Once you have identified the results from training you should then be able to allot a value to them or determine the benefit they brought. You can then express some of the values or benefits in monetary terms, and others in non-financial terms. Here is an example of each:

Financial benefit

A company provided off-job training for ten food and beverage managers and ten chefs with a specific aim of improving food gross percentage in ten hotels. As a result of the training, an average improvement of four percentage points in the gross profit was achieved throughout the hotels, an improvement expected to last for eighteen months. The value of one percentage point for all ten hotels was £350 per month. The total additional gross profit was therefore expected to be £25,200 (£350 × 4 × 18 months).

Non-financial benefit

Following an avoidable accident in the reception area of a hotel, the head receptionist undertook planned coaching of her staff, specifically so as to encourage staff to keep everything in its proper place. The result of this training was a marked improvement in the physical tidiness of the department, an increased thoughtfulness in staff about colleagues and some improvement in the written work of some receptionists. All the receptionists confirmed they were happier in their work and felt more relaxed in their relations with customers and colleagues.

However, none of what has been described can be called a net benefit, expressed in money or

non-financial terms. As has been said earlier in *A Guide to Systematic Training*, training is a cost, so the sensible manager attempts now to weigh the benefits against the cost of training to find out if it really was worthwhile:

	EXAMPLES
▷ Benefits from training, expressed in financial terms, can be readily compared with training costs.	The estimated benefit in our example above was £25,200. The overall cost of the training (off-job course, accommodation, wages & miscellaneous expenditure) was £10,000.
▷ Benefits expressed in non-financial terms can be compared with training costs, but will result in only an intuitive understanding of the cost effectiveness of the training.	The estimated cost of on-job training in the second example given above was £50, & the estimated benefit was £1,000 (an intuitive assessment).

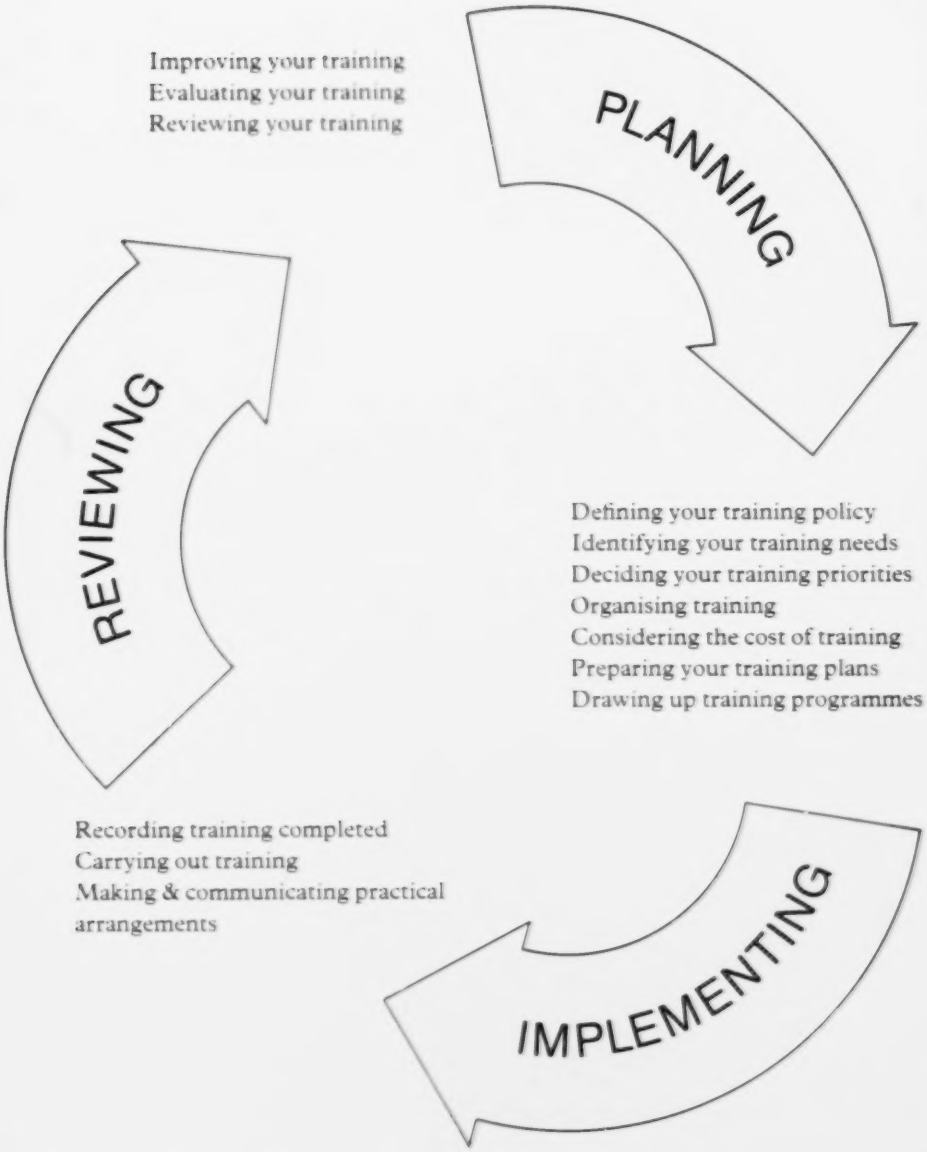
Unfortunately, there is no magic technique for evaluating training; it amounts to your judgement of the value obtained from the training in comparison with the cost of providing the training. But because it is not easy, and because it can rarely be accurately assessed, the discipline of considering the cost-benefit should never be ignored. It should be an integral part of any training review to tackle the problem: was it all worth it?

Have you planned how best to review your training?

Have you considered who should be involved in it?

Have you seriously considered how effective and worthwhile your training effort has been?

What lessons have you learned from your review?



Systematic training process

WHAT ACTION SHOULD BE TAKEN TO IMPROVE TRAINING

This is the last step in the systematic training process, and also the first one in starting the process again to yield even better results.

When a review is completed it is essential to apply the lessons learned by taking appropriate corrective action. This action may be concerned with both training and non-training matters; for instance:

TRAINING ACTIONS

- ▷ Adjust training needs and their priorities
- ▷ Revise training objectives and plans.
- ▷ Improve communications about training.
- ▷ Reconsider training budgets and the way they are allocated.
- ▷ Choose different outside courses of training.
- ▷ Encourage greater management support and follow-up of training.
- ▷ Allow training staff more time to prepare.
- ▷ Clarify responsibilities for training.
- ▷ Arrange that any changes are considered in the light of their training implications.
- ▷ Involve managers, supervisors and staff representatives more in training matters.

- Obtain more specialised help with training.
- Remedy weaknesses in the training review process.

A valuable by-product of a training review often is an awareness that non-training matters can affect or even prevent staff from applying the knowledge and skills they have learned.

NON-TRAINING ACTIONS

- Improve recruitment & selection of training staff.
- Revise manpower forecasts/policies/practices.
- Clarify and communicate more efficiently operating and performance standards.
- Reconsider and explain operational procedures and methods.
- Ensure that company budgeting and cost control systems do not have an adverse effect on training at unit level.
- Award appropriate recognition to improved performance resulting from training.

Have you listed the actions your review of training should be leading to?

What changes will you be making in next year's training plan following this year's review?

APPENDIX I

SPECIMEN TRAINING PLANS

Highcliffe Hotel
Training Plan 1st April 198X to 31st March 198X

CATEGORY OF STAFF	NUMBERS TO BE TRAINED	TYPE OF TRAINING	METHOD OF TRAINING
Chef	1	Trainer Skills 1	External
All staff	22	Fire drill	In-company

High Street Restaurant
Training Plan 1st April 198X to 31st March 198X

CATEGORY OF STAFF	NUMBERS TO BE TRAINED	TYPE OF TRAINING	METHOD OF TRAINING
Craft trainee	1	C & G 706-2	P/T day release
All new staff	As requested	Induction	Off/on-job

PERSON RESPONSIBLE	TRAINING RESOURCES	DURATION OF TRAINING	TARGET COMPLETION DATE	REMARKS
Manager	Hotel and Catering Training Board	3 days	June 198X	Course fee £Y
Manager	Local fire officer	4 - 1 hour	March 198X	Review quarterly

PERSON RESPONSIBLE	TRAINING RESOURCES	DURATION OF TRAINING	TARGET COMPLETION DATE	REMARKS
Chef	Technical course and on-job training	4 years	30/6/198X	Register trainee with Training Board
Restaurant supervisor	Restaurant supervisor	1 - 2 hours	Within first fortnight	

Alehouse Brewery
Training Plan 1st April 198X to 31st March 198X

CATEGORY OF STAFF	NUMBERS TO BE TRAINED	TYPE OF TRAINING	METHOD OF TRAINING
Area manager	2	Interviewing skills	External
Licensed house managers	15	Industrial relations	In-company

Worldwide Industrial Catering Ltd
Training Plan 1st April 198X to 31st March 198X

CATEGORY OF STAFF	NUMBERS TO BE TRAINED	TYPE OF TRAINING	METHOD OF TRAINING
Managing director	1	Executive decision-making	External
Unit managers	20	Food costing	In-company
Office staff	3	Computers	In-company

PERSON RESPONSIBLE	TRAINING RESOURCES	DURATION OF TRAINING	TARGET COMPLETION DATE	REMARKS
Regional manager	Training course Hotel and Catering Training Board	2 days	Dec 198X	Follow up in-company
Personnel manager	Training officer	2 days	Jan 198X	

PERSON RESPONSIBLE	TRAINING RESOURCES	DURATION OF TRAINING	TARGET COMPLETION DATE	REMARKS
Self	XYZ Consultants	3 days	Oct 198X	Fee £Y
Training manager	Training instructor	1 day	May 198X	
Training manager	Distributors	2 days	Aug 198X	

APPENDIX 2

HOTEL AND CATERING TRAINING BOARD PUBLICATIONS

Training in Food Service

Highly flexible, suitable for all styles of food service. Provides detailed background information, analysed task sheets and outline notes for each session (over sixty are offered).

The Skills of On-Job Training

25 minute video programme for use on trainer skills courses. Good training is seen as a matter of Attention, Breakdown and Check – ABC!

Employee Relations

Now in its sixth edition, completely revised and expanded. This book enables the reader to locate quickly information on employment legislation and employment practices.

Health and Safety in Hotels and Catering

Practical action guide to health and safety legislation with lively illustrations, checklists and case studies.

Gerry the Germ

Includes a videotape (alternatively a slide/tape set), trainer's notes, hygiene training cards as well as colourful and striking posters, badges and wall stickers. Brings an important subject to life in a memorable way.

Health & Safety Hazard Spotting

A set of 20 35 mm slides with detailed supporting notes in a ring binder, which can be used to provide the basis of a one hour training session.

Food Hygiene Training Cards

Widely used aids to effective food hygiene training based on cartoon characters.

Germ Warfare Operations Manual

With its 'tent pack' design, ideal for giving basic training in hygiene to staff handling food.

Source List of Training Aids in Health and Safety and Hygiene

Gives brief details with prices of the courses, publications, journals, posters, films, tape/slide kits etc available from a wide range of sources.

Training Your Staff

Guide to help the busy manager or supervisor improve his/her understanding of how training can help the business, how it can be organised and carried out.

The *Helping Hand Series*

New series of easy to read and remember handbooks for all members of staff, colourfully illustrated. Current titles include *Act Quickly! Seconds Count!* (a fire handbook), *At their service* (customer relations), *There's a call for you* (telephone skills) and *Cut Costs! Not Corners* (controllable costs).

Further details available from Hotel and Catering Training Board regional offices (addresses overleaf).

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APPENDIX 3

HOTEL AND CATERING TRAINING BOARD REGIONAL OFFICES

London

Ramsey House, Central Square
Wembley, Middlesex HA9 7AP
(Tel: 01-902 8865)

South and East

Ansvar House, 31 St Leonard's Road
Eastbourne BN21 3UU (Tel: 0323 20579)

West and Wales

Prudential Buildings, Wine Street
Bristol BS1 2PH (Tel: 0272 24074)
(from late 1986 Tel: 0272 264074)

North East

2nd Floor, Stonebow House, The Stonebow
York YO1 2NP (Tel: 0904 26134)

North West

The Graftons, Stamford New Road
Altrincham WA14 1DQ (Tel: 061-928 2761)

Scotland

10 Magdala Crescent
Edinburgh EH12 5BE (Tel: 031-337 2339)